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ABSTRACT

This book presents a design for initiating, implementing, and institutionalizing a consultation-based service delivery system in school settings, based on the Instructional Consultation Teams (IC-Teams) model. It brings together the literature on school consultation and school change, for practitioners in general and special education and in school psychology seeking holistic and multilevel approaches to school reform. The first chapter describes the context for developing interdisciplinary consultation support services in relation to school and special education reform. Chapters 2 and 3 outline the essential dimensions of IC-Teams, which are a combined delivery system and consultation process implemented in over 60 schools in 4 states. In Chapter 4 the role of the change facilitator is considered, elaborating on the skills required in facilitating transition to a new service delivery system. The staged-based design for that transition is the focus of Chapters 5 through 8, which provide more specific guidance for initiating, training, implementing, and institutionalizing IC-Teams. Each of these chapters examines issues and concerns involved in facilitating the transition and outlines evaluation procedures. Chapter 9 summarizes the major issues and themes of the book. Appendices contain a variety of forms and materials useful to facilitators. (Contains approximately 150 references.) (DB)

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